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Catalogue of Tools of the Liaison and Planning Team

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CATALOGUE OF TOOLS



FINAL TOOLS OF THE LIAISON & PLANNING TEAM

“CAPITALIZATION”

Table of contents

Explanation

The catalogue of tools presents the **10 steps** developed by the Liaison and Planning team.

For each step is presented :

- The actors involved
- **The tools used for collecting information**
- The tools used for reporting
- The description of the step

Afterwards for each **tool used for collecting information**, the following **points** are **developed** :

- The category
- The actors involved
- The description
- The objectives
- The methodology
- The material needed
- The notes and recommendations



Step 1 : Meeting with the district authorities and development operators

Tool : Presentation to the district authorities

Tool : Identification and presentation with the development operators

Step 2 : General meeting

Tool : Selection of representatives

Tool : Map of future uses

Step 3 : Meeting with the families living and working near the minefields and the future users of the demined land

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Tool : Identification of a focal point

Step 10 : Evaluation of the demined land

Tool : Evaluation of the demined land

STEP 1:

Meeting with the District Authorities and Development Operators

Actors Involved:

- Provincial supervisor
- Facilitator
- Local Authorities at the District Headquarters, Administrative Posts, Localities, and Zones
- Development operators : national and local institutions, national and international NGO including CBO.



Tools Used for Collecting Information:

1. Presentation to the District Authorities
2. Presentation to the Development Operators

Tools Used for Reporting:

1. Report on the Presentation to the District Authorities
2. Table of the different operators

Description of the Step:

This step is the beginning of the Liaison and Planning process- the facilitators enter the district and begin to collect information from the different levels of government in order to have an initial picture of what the mine situation is in the district. The facilitators give presentations to the local authorities explaining the activities and objectives of the meetings that will be held at the zone level with each mine-affected community.

After each meeting, the facilitators record the names of the local authorities and contacts they met in the **Report on the Presentation to the District Authorities**. They also note for the zone level who was present during signalization by the Combined Team, who is in charge of information about mines, and how the flow of information functions (when someone discovers a mine, how does the information get to the level of the Administrative Post).

In parallel the supervisor start to identify the different development operators present in the Province and encounter them.

Tool:

Presentation to the District Authorities

Category:

☒ Communication

Actors Involved:

- Facilitators
- Local Authorities at the District Headquarters, Administrative Posts, Localities, and Zones



Description

A presentation of information by the two facilitators from the Liaison and Planning Team to the authorities at each level of government in the District.

Objectives

1. To explain the activities that the Liaison and Planning Team will be doing with the communities in the district
2. To identify what are the different actors working in the district
3. To get to know the development plan, first at district level and afterwards at administrative post level if existing as well at zone level
4. To identify who was present during signalization by the EOD team
5. To discover how information was disseminated to the community about the SMAs
6. To analyze what course of action is taken when a mine is found by a community member

Methodology

1. The facilitators enter the District and meet with the authorities at the District Headquarters, the Administrative Post, the Locality, and in the Zones.
2. At District level, the supervisor encounter the administrator and get to know the development plan. He will do the same at post administrative level.
3. The facilitators introduce themselves to the authorities at each level and explain their objectives for the following sessions with the communities in the District.
4. The facilitators fill in the form “Report on the Presentations to the District Authorities” in order to document the contacts at each level of government, as well as the names of who was present for signalization and who is in charge of information about mines.
5. The information recorded during these sessions is then used by the facilitators as a starting point for the design of its program for the district, as it gives the facilitators an idea of the level of knowledge about mines within the community.
6. The forms “Report on the Presentations to the District Authorities” and “Declaration of the Presence of Suspected Areas” are submitted to the Provincial Supervisor.

Materials Needed

Pens or pencils and the form “Report on the Presentations to the District Authorities”

Notes and Recommendations

The information collected gives the Liaison and Planning team a clear view of the mine situation inside the district. The presentations improve the government authorities’ understanding of the purpose and expected results of the Liaison and Planning team’s activities in the district.

The involvement of the government authorities past this point is fairly minimal. The identification and support of a person who can serve as a focal point for mine action activities will help to include the government in the activities and encourage them to take more responsibility for mine risk education, maintaining signalization, and other activities for controlling the impact of mines in their community.

In order to avoid confusion and false hope, it is important for the animators to always stress to officials and communities that their activities are for measuring the *impact* of mines in the communities of the district, and that not all areas will necessarily be demined by HI.

Notes and Recommendations (continued)

The presentations can be easily adapted to different audiences, which is important for this step as the government authorities at each level are often from very different socio-economic backgrounds, with varying degrees of literacy and education.

It is important that the Supervisor establish good relationship with the district Administrator and understand well the development plan for the district. Actually he will be able to know what are the priorities of the district and see how those can be integrated in the table of the priorities (see step 7).

During his visit he can also visit other local institutions or NGO who are based in the district capital.



Tool:

Identification and Presentation to the Development Operators

Category:

- ☒ Communication
- ☒ Development

Actors Involved:

- Provincial Supervisor
- Development operators : national and local institutions, national and international NGO including CBO



Description

The Supervisor will collect information about the development operator working in the Province and will meet them in order to present the project and as well in order to get to know their activities and their geographical implementation.

Objectives

1. To introduce the project to these actors.
2. To understand what they are doing and where.
3. To identify one of them in case the add value of a landmine need a support from them.

Methodology

1. The provincial supervisor and facilitators liaise with the officials at the District headquarters and the different Administrative Posts, as well as in the villages visited, in order to discover which development operators are working in the District. The provincial supervisor checks also at level of the Province who are the different associations working.
2. The provincial supervisor sets up meetings with the development operators identified.
3. At the meetings, the provincial supervisor inquires about the specifics of the development operator's mandate. They also explain why and how the L&P team is trying to develop links between the communities and operators.
4. The contact information and details about the development operator are recorded in the **Table of Development Operators** in order to be revisited in the future.

Name	Type	Field of activity	Working place	Partners	Contact person	Localisation in the district	Liaison opportunity

Materials Needed

Pens or pencils and the form "Report on the Presentations to the District Authorities"

Notes and Recommendations

The development operators identified at Province level should be for the working districts.

When visiting a operator is interesting to get to know what it is their view of mine situation. To check as well if they know what to do in case a landmine prevent the implementation of their activities. It is the opportunity to hear from them what is their perception of the district problematic. All these information will help the supervisor to understand better the district context.

STEP 2:

General Meeting

Actors Involved:

- Facilitators
- Local Authorities in the Zone
- Future users of the mined land



Tools Used for Collecting Information:

1. Selection of Representatives (if necessary)
2. Map of Future Uses

Tools Used for Reporting:

1. Report on the General Meeting
2. Survey of Data for SMAs

Description of the Step:

This meeting is the facilitators' first interaction with the community members of the zone. It allows the facilitators to introduce themselves to the population and explain that they are there to assess the impact of mines on the community. The facilitators will try to determine how the mined land will be used in the future, who the owners are, and identify who the participants for the next meeting should be. The first tool, the **Selection of Representatives**, is used if the facilitators are working with a large group when making the **Map of Future Uses**.

The facilitators also enquire whether there are any new SMAs that were not reported previously to the Combined Team, and record the information in the **Survey of Data for SMAs**. Finally, all of the information collected about the mine situation is recorded in the **Report on the General Meeting**.

Tool:

Selection of Representatives

Category:

☒ Other

Actors Involved:

- Facilitators
- Future users of the mined land



Description

This activity involves the selection of one or more representatives from within a large group of people.

The facilitators will take this opportunity to assess the knowledge of all the participants about mine risk and to check what they understood from the signalization before working only with the representatives.

Objectives

1. To allow the facilitators to work with a manageable number of people when drawing maps or doing other participatory activities. When the facilitators are faced with a large group of families, it is much easier for them to carry out their activities with a few chosen representatives.
2. To ensure that the representatives chosen represent as many people in the group as possible, especially people who are unlikely to have a strong voice otherwise, such as women and persons with disabilities

Methodology

1. Present and explain what are the objectives of the team and of the meeting
2. Provide advice to the community about:
 - A. The work that was done by the EC and especially about the warning signs
 1. Find out who was present during the work of the EC
 2. Find out what the ones who were not present know about the work done by the EC
 3. Identify the signs used by the EC
 4. Explain what the objective of the signs is
 5. Explain what the community must do/not do in order to preserve the signs
 - B. Mines and UXO
 1. What do they know about mines?
 2. What must they know if they encounter a mine?
3. The facilitators explain to the group why and how many representatives will need to be selected.
4. The facilitators then make a list of criteria with the group outlining what characteristics the people think make a good representative
Example : confident, convincing, good speaker, can start debates about the characteristics proposed
5. The group is asked to choose one or more representatives from among them based on the list of criteria for a good representative.
6. Once the representatives are chosen, the animators explain the steps of the next activities one more time.

Materials Needed

Paper and pens

Notes and Recommendations

The process for selecting the representative(s) is designed to involve the community as much as possible in order to ensure fair representation. This tool can be used for making the **Map of Future Uses**, the **Village Survey**, the **Project Document-Future Uses**, the **Map of the Minefields** and any **Other SMAs**, and the **Chart Explaining Risky Behavior and Offering Advice**.

Unfortunately, this tool does not seem to be used every time the facilitators are faced with a large group. In these cases, a person simply volunteers or is randomly chosen by the facilitators. As this can exclude the ideas and perspectives of certain segments of the population, it would be a good idea to employ this tool more often in order to promote fair representation, especially when making the **Map of Future Uses** and **Map of the Minefields** and any **Other SMAs**.

Tool:

Map of Future Uses

Category:

- ☑ Prioritization
- ☑ Development

Actors Involved:

- Facilitators
- Local authorities
- Future users of the mined land



Description

A map drawn on 8½ x 11 paper in pen or pencil that shows the minefield(s), the surrounding features of the community, and what the planned future use of the mined area will be if it is cleared.



Objectives

1. To create a visual representation of the community's planned future uses for the mined areas if they are cleared.
2. To illustrate what the community's resources are for implementing a future project, as well as its vulnerabilities.
3. To identify the families living and working around the minefields

Methodology

1. This tool is used at the zone level, during the meeting with the local authorities and the future users of the mined areas. The facilitators ask one of the future users to draw the map; if it is a large group that is assembled, the facilitators should help the group choose one or several representatives using the “Selection of Representatives” criteria.
2. The facilitators instruct the chosen “artist” to sketch a rough map on the ground using a stick of the land in the community that is mined, and to indicate what the future use will be for the land if it is cleared of mines.
3. The map should describe the surrounding basic infrastructure and natural features (such as roads, rivers and mountainous areas), and the location of other sites where the same ‘future use’ is implemented. For example if it is “field”: where are the other “fields” in the zone; if it is a school: where are the other schools in the zone.
4. The legend for the map’s features should be made by the population. It should include a reference point, directional indicator (North/South), and a legend of symbols to identify the different components.
5. The facilitator then recopies the map onto a piece of paper, being careful to include all of the details indicated on the ground map.
6. The facilitator’s copy of the map is verified by the future users, in order to ensure that nothing has been missed and that the stated future use is agreed upon by those assembled.
7. Information about the community mapping session should be documented by the facilitators in the form “Report on the General Meeting”

Materials Needed

A large piece of paper, pens, and the form “Report on the General Meeting”

Notes and Recommendations

The map can be used when the L&P team contacts development operators as a resource to explain what the owners hope to do with the demined land. The map is a good tool to be used with illiterate persons, as it does not require any reading or writing skills. It is also a helpful “ice-breaking” tool for the first time the facilitators are working with the community. It creates a relationship of trust which helps the people to talk about the mines and what they would like to do with the land if it is demined, as many people are often reluctant to launch into a direct discussion about the minefields.

STEP 3:

Meeting with the Families Living & Working Near the Minefields & the Future Users of the Demined Land

Actors Involved:

- Facilitators
- Families living and working near the minefields
- Future users of the mined land
- Local Authorities



Tools Used for Collecting Information:

1. Map of the Minefields and Any Other SMAs
2. Chart of Daily Activities and Explanations

Tools Used for Reporting:

1. Completed Map of the Minefields and Any Other SMAs
2. Completed Chart of Daily Activities and Explanations

Description of the Step:

This meeting allows the facilitators to collect information about the mine situation directly from the people who are affected by the minefield. It also allows the community to confirm the identity of the owners of the land, and verify the information given to the facilitators by the local authorities.

The facilitators use the tool **Map of the Minefields and Any Other SMAs** in order to collect information about the location of the minefields and how they are affecting the community's daily activities. They then make a **Chart of Daily Activities and Explanations** that determines which people are entering or passing close to the mined areas during their daily activities. These two tools are used in conjunction to establish target groups for further MRE sessions. The map, the chart and the form description of activities will be submitted as part of the village portfolio to the respective Liaison and Planning Team Provincial Supervisor.

Tool:

Map of the Minefield and Any Other SMAs

Category:

- ☒ Prioritization
- ☒ MRE

Actors Involved:

- Facilitators
- Families living and working around the minefields
- Future users of the demined land
- Local Authorities

**Description**

A map drawn in pen or pencil on a large piece of paper that outlines where the minefields are in the community, what daily activities are happening around/inside of the mined areas, and any alternatives that the people have developed to cope with the mines.

Objectives

1. To define the areas that are mined.
2. To understand how the community views the minefields.
3. To understand how the community is living with the mined areas, and to identify which groups are most at risk in their daily activities around and within the SMA.
4. To see what alternatives the community has developed to avoid the mined areas.
5. To confirm the owners of the mined land.
6. To provide the community with a tool for raising awareness about the location of mines in the area. The map can be used within the community and also to provide information to visitors, new residents in the village, development and demining operators, and for administration.

Methodology

1. This tool is used by the facilitators during the meeting with the families living and working near the mined areas, and the future users of the land. A representative is chosen from the group to draw a rough map of the minefields and SMAs on the ground start and afterwards to a large-size paper.
2. The map should include:
 - The name of the zone
 - A reference point
 - Indicator of direction (North/South)
 - The general infrastructure in the community (schools, houses, water points, administration, cultivated areas, bridges, rivers, forests, cemetery, Health Centers, churches, etc.)
 - The borders of the community and the direction of other villages and access roads
 - Approximate distances between the minefields and important points in the community (this can be provided in whatever units the group is most familiar with e.g. kilometers, minutes, etc.)
 - Areas of any accidents that have occurred
 - Any other relevant features.
3. The artist then indicates the activities that are occurring around and within the mined area (hunting, fishing, gathering fire-wood, construction, farming, etc.). These should include:
 - The activities that happen around the minefield and a legend to describe them, as well as alternatives for avoiding the mined areas if already developed
 - Activities that are constrained because of the presence of the mined area and a legend (for example if a path for collecting water is diverted by the minefield), and alternatives that have been developed
 - Activities that are happening inside the minefield (if existing) and a legend, as well as any alternatives that are possible
4. The facilitators can ask the group at this point who the owners of the mined land are, in order to confirm the information received from the authorities.
5. The facilitators then show the map to the group and ask if the legend is correct and if there are any other features or activities that need to be added.
6. The facilitators copy the map onto another piece of paper, and a copy of the map is given to the community for their own use.
7. The map is later used as a reference when setting priorities within the District, as it illustrates how people are at-risk from the minefields and what their alternatives are for avoiding the mined areas.

Materials Needed

Pens or pencils, and large-size paper.



Notes and Recommendations

It is especially important that the facilitators verify with everyone in the group what the activities are that occur around and within the mined areas, as some people might not be aware of where others are carrying out their activities. As the gender roles in most communities in Mozambique are very distinct, it is easy for men and women not to know the details of each others activities; for example, it is unlikely for the men to know which areas the women are using to gather firewood because they do not participate in this activity.



Tool:

Chart of Daily Activities

Category:

- ☒ Prioritization
- ☒ MRE

Actors Involved:

- Facilitators
- Families living and working around the minefields
- Future users of the demined land
- Local Authorities



Description

A chart listing the daily activities of the families living and working around the minefields, which identifies the age groups and gender of the people engaged in each activity.

Objectives

1. To identify the daily activities being carried out by different groups in the community near or inside the mined areas.
2. To develop “Target Groups” from within the families living and working near the minefields in order to provide targeted MRE messages for those people who are most at risk in their behavior towards mines.

Methodology

1. The daily activities of the people are identified according to the “Map of the Minefield and Other SMAs” that has already been designed.
2. During the **Meeting with the Families Living & Working Near the Minefields & the Future Users of the Demined Land**, the facilitators draw a chart, or matrix, on a piece of paper. The facilitators ask the people what daily activities they do near the minefield, and list these in the left column. Along the top row of the chart the different age groups and genders of the population are listed (usually categorized simply as men, women, boys, girls and children, but sometimes with specific ages included).

	Men	Women	Boys	Girls	Children
Fishing					
Firewood					
Water					
Taking bath					
Hunting					

3. The facilitators then ask the community which age group and gender is implementing each activity, and also note the number of persons involved in each (this will help later for composing the target groups).
4. After the meeting, the facilitators analyze which sub-groups within the families living and working near the minefields are the most at-risk, depending on whose daily activities are bringing them close to or inside of the mined areas (information on where activities are taking place is provided by the tool **Map of the Minefields and Any Other SMAs**).
5. Target groups for further MRE sessions are determined based on which people are either passing near or entering the minefields the most during their daily activities. There are various possibilities for identifying the target groups from the chart:
 - A. The groups can be identified by activity: In this case the group is going to talk only about the dangers during this activity, and if the activity is done by both men and women, they can be put into the same group. It is advisable not to make groups that include both adults and youth, as the manner of delivery and explanation is not the same. It is difficult to say to the youth not to undertake an activity that their parents have asked them to do; however, it is possible to sensitize the parents not to put their children into a dangerous situation.

Methodology continued...

- B. The groups can be identified by gender: In this case, it will be necessary to have two meetings for one activity, one with the males and one with the females; however, an advantage of this can be that during a meeting with just one of the genders the different nature of the activity implemented by each gender can be dealt with more specifically. It can be also 2 meetings, one with all the women and one with all the men, dealing with all the activities at risk. The difficulty in this case is to maintain interest of the part of the audience who is not involved in certain activity.

The choice can also depend of the number of people present.

6. The **Chart of Daily Activities**, along with the **Map of the Minefields and Any Other SMAs** and the **Form of Description of Activities**, is submitted as part of the village portfolio to the Provincial Supervisor. The facilitators will later meet with the identified target groups and provide MRE as well as suggestions for changing their behavior in order to minimize their level of risk (see **Step 4: First Meeting with the Target Groups**).
7. The Chart will later be used as a reference when setting priorities for the District, as it lists the number of people who are entering and approximating the minefields during their daily activities.

Materials Needed

Pens or pencils and paper, and the **Map of the Minefields and Any Other SMAs**.

MATRIZ — Zacaúhe/Mauherige

	HOMENS	MULHERES	JOVENS		CRIANÇAS
	HOMENS	MULHERES	HOMENS	MULHERES	
Caça	(X)	—	(X)	—	—
Recolha de frutos (nozes)	(X)	(X)	—	—	—
Busa de água	—	(X)	—	(X)	(X)

Notes and Recommendations

It is important that the facilitators collect as much information as possible with this tool. The number of people in each activity group will help later when the area is being analyzed for priority-setting, as this makes up some of the criteria for prioritization. After the implementation of the activity the facilitators will fill the '**Form of Description of the Activities**'

Although development of the target groups by activity or gender is normally straightforward, it can be difficult at times. It is important to remember that the point of the chart is to be able to later provide adapted MRE messages for a specific group of people; by combining the information collected from the chart and the **Map of the Minefields and Any Other SMAs**, it can be easier to develop specific target groups.

STEP 4:

First Meeting with the Target Groups

Actors Involved:

- Facilitators
- Target group



Tools Used for Collecting Information:

1. Chart Explaining Risky Behavior and Offering Advice
2. Session in school

Tools Used for Reporting:

1. Completed Chart Explaining Risky Behavior and Offering Advice
2. IMSMA Form for MRE Activities

Description of the Step:

The first meeting with each target group allows the animators to discuss the risky behavior that the target group is engaging in every time they go close to or enter the minefields, and to prescribe adapted MRE messages for each target group. Prior to the meeting, the animators will have used the tools from Step 3 to identify the specific behavior of the group that is incorrect, and what possible solutions or alternatives the group could use to prevent or minimize their risk. This information is communicated by using the **Chart Explaining Risky Behavior and Offering Advice**.

The information from this MRE session with the groups at risk is later recorded in the **IMSMA Form for MRE Activities** and submitted to IND to be included in the national database. The **Chart Explaining Risky Behavior and Offering Advice** is included in the village portfolio for possible future use with the target groups.

Tool:

Chart Explaining Risky Behavior & Offering Advice

Category:

- ☒ Prioritization
- ☒ MRE

Actors Involved:

- Facilitators
- Target group



Description

A chart for each target group consisting of 3 columns which list the name of the target group, the behavior that is putting the group at risk, and possible solutions and advice for the group to change their behavior in order to minimize their risk while carrying out the activity.

Objectives

1. To explain to the target group how their behavior around or inside the mined areas is putting them at risk
2. To provide advice and possible solutions for the target group to change their behavior in order to minimize their risk.
3. To determine the *frequency* of times people are entering into the minefields in order to decide whether they can be sensitized against entering, or if the area should be considered part of Priority Group 1 because people are entering mined areas regularly (see Step 6 for more information on how this information is used for prioritization).

Methodology

1. As there is a meeting organized with each target group, a separate chart will also be made for each one.
2. The facilitators create the chart on a piece of paper, marking 3 columns with the name of the target group, a list of the risky behavior they are engaging in, and possible solutions or advice for changing this behavior.

Target Group	High-Risk Behavior	Advice or Alternatives
Peasants	Use abandoned paths Pick up mines/UXO Collect fruits in areas without signs of people	Only use safe paths Don't touch mines/UXO Only pick fruits in areas that are known to be safe

3. The facilitators explain the specific behavior of the group that is putting them at-risk of having a mine accident, and after offer some solutions and advice if possible
4. The facilitators then ask the target group to reflect on the advice given, and see if they have any of their own solutions to offer.
5. The **Chart Explaining Risky Behavior and Offering Advice** is kept in the village portfolio for possible future use with the target group.
6. The **Chart Explaining Risky Behavior and Offering Advice** as well as the **Form of Description of Activities** will be used during the prioritization process in order to see what types of at-risk activities people are doing and with what level of frequency, as well as to examine the likelihood of whether the group can be sensitized against taking risks or not.

Materials Needed

Pens or pencils, a large piece of paper

Notes and Recommendations

It can be difficult to come up with solutions to change the behavior of the target groups. They are often entering the minefield because they have no other choice e.g.) they need to satisfy a basic need such as access to water. Sometimes a solution will just not exist, and there will be no way to prevent people from putting themselves at risk except for demining the area. In this case, the area will likely be moved up to Priority Group 1, which is the highest priority group for demining which deals with threats to security and safety.

Tool:

Mine Risk Sensitization in school

Category:

☒ MRE

Actors Involved:

- Facilitators
- Pupils and Teachers

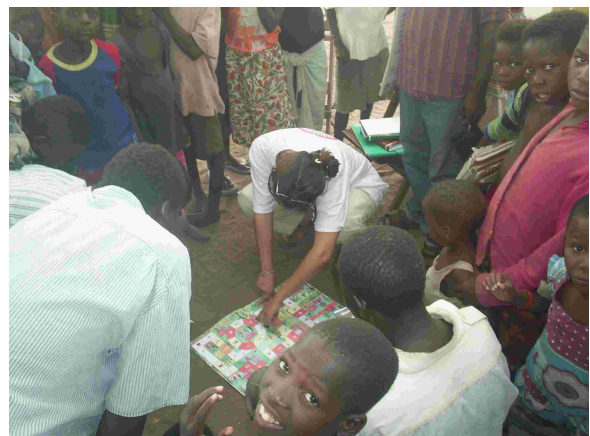


Description

A session about the risk of mines will be delivered in case of a school being close by the minefield or in case the majority of the pupils are passing along the minefield to go and come back from school.

Objectives

1. To assess the knowledge of the pupils about mine risk
2. To sensitize them about the mine risk.
3. To explain to the pupils how their behavior around or inside the mined areas can put them at risk



Methodology

1. Facilitators go to the school and present themselves to the director. They proposed to give sessions to the different classes and agree about a suitable timetable for the pupils. The type of session depend of the pupil's age.
2. The day planned, the facilitators introduce themselves and ask them **what do they know about mines ?** Write on the blackboard
3. **For the pupils from 6 to 11 years;** the facilitators will explain the '**Story of Rita : The day I met a mine** '.
4. If they can read, they will ask a volunteer for each character of the story. After they explain who is who.
5. If they can not, they will explain the personages and explain who is who.
6. After the story, **review what they said at the beginning** (written on the black-board) : what is right, what is wrong. Make the answer clear and repeat. ... afterwards **ask them**
 - What do they remember from the story ? Stress the important point
 - Is there a minefield close to your school ? Where it is ?
 - What they can't do ?
 - If there is a fruit tree inside can they enter ?
 - If they play football and that the ball is entering, what they would do ?
8. Sing the song of Rita with them
9. **For the pupils from 11 years and more;** the facilitators will use the flipchart and explain the different messages.
10. The facilitators will use the 3 simulations for the message 6,7 and 8.
11. Resume the session with the brochure 'Information about the danger of mines and munitions'
12. **For all the pupils,** distribute the brochure and ask them to explain what they learnt in their family

Materials Needed

Story of Rita, flipchart, brochure



Notes and Recommendations

It is important to assess the level of understanding in Portuguese before starting the session. Actually it is not worthy to deliver messages in a language that the pupils can't understand. If needed, the facilitators should ask help from the teachers to translate the story. Another point important is to take time to show the pictures of the Rita Story. The children will be more attentive if they can see the drawings during the story.

STEP 5:

Study of the Situation in More Detail

Actors Involved:

- Facilitators
- Families living and working near the mined areas
- Future users of the mined land



Tools Used for Collecting Information:

1. Interviews at the Family or Village Level

Tools Used for Reporting:

1. Family or Village Surveys
2. Project Document-Future Uses

Description of the Step:

The facilitators conduct **Interviews at the Family or Village Level** in order to gather specific socio-economic information about the micro-level impact of the mines. This information is recorded in the **Family or Village Surveys**, and the planned projects for the land if it is demined are recorded in the **Project Document-Future Uses**.

At this point the facilitators also engage in **Liaison with Development Operators** that are based in the area, in order to gauge if any are interested in supporting a future project in one of the mine-affected communities. Each development operator's contact information is then listed in the **Table of Development Operators** for future consultation.

Tool:

Interviews at the Family or Village Level

Category:

- ☒ Prioritization
- ☒ Development

Actors Involved:

- Facilitators
- Families living and working near the mined areas
- Future Users
- Local authorities



Description

The facilitators conduct interviews at either the family or village level (depending on the situation of the minefield) and gather socio-economic information about how the minefields are impacting people at the micro-level.

Objectives

1. To collect socio-economic information about the impact of the minefields on the families living and working near the mined areas, or the impact on the village (if the minefield is on communal land of the village).
2. To confirm each family's or the village's future use for the mined land if it is cleared.

Methodology

1. The facilitators arrange to meet with each of the families (if the minefield only affects a few families- fill in one survey for each family) or with the village authority or representative (if the minefield is affecting communal land or a significant number of families).
2. In case the land is owned by a few families, the facilitators proceed with the family. There will be one family survey filled out for each family affected. The facilitators then make a Project Document-Future Use with each of the families. Even if the future use is the same for the different families each one will fill one document.
3. In the case the land will be for communal use or owned by a significant number of families, the facilitators proceed with the family representative or the village authority the questions on the Village Survey. The facilitators then make a Project Document-Future Use with them. There should be a document of project for each different use. For example if the minefield will be used in the future for farmland by 10 families and a well for the community, there should be a document of project for the farmland and another for the well. In case the future use will be farmland, the facilitator will fill the 'Auxiliary form for village survey in case the future use is farmland'.
4. The completed Family or Village Surveys and Project Documents-Future Uses should be submitted as part of the village portfolio to the Provincial Supervisor of the L&P team.

Materials Needed

Family or Village Survey forms, Auxiliary form for village survey, Project Document-Future Uses forms, pens or pencils

Notes and Recommendations

The interviews should be conducted in a comfortable place (e.g. in the shade if it is sunny outside). The facilitators should take care not to just ask the questions on the survey systematically, but to allow the interview to proceed more like a discussion, so that the person being interviewed will feel at ease and provide more complete answers. The facilitator should avoid asking questions for which he has already the answer, as during the previous work carried out, he has already gathered a lot of different information during formal and informal discussions. It is important to fill out one survey and one project document for each family that is going to use the land, as different families will be impacted by the mines in different ways and may have different future plans for the land. See a description of the training the facilitators received in interviewing techniques for more information (in "History of Project" and "Initial Basic Concepts for L&P").

STEP 6:

List of Priorities for the District

Actors Involved:

- Facilitators
- Provincial Supervisor
- HI Chief of Operations



Tools Used for Collecting Information:

1. Village Portfolio
2. Guide to Prioritizing Minefields

Tools Used for Reporting:

1. Table of Priorities

Description of the Step:

All of the information collected by the facilitators is compiled and analyzed by the Provincial Supervisor at the PDHI provincial office (Inhambane or Beira). The information for each **Village Portfolio** is examined, and the minefields are assigned to a priority group based on the criteria in the **Guide to Prioritizing Minefields**.

The Provincial Supervisor lists the priorities for the district in the **Table of Priorities** according to the highest priority (group 1) to the lowest priority (group 6), and includes information on the size of the area that is mined as well as the planned future use of the land once it is demined. This is then discussed with the respective provincial HI Chief of Operations, who decides which of the priorities HI is able to demine based on the organization's operational capability at the time.

Tool:

Guide to Prioritizing Minefields

Category:

- ☒ Prioritization

Actors Involved:

- Provincial Supervisor



Description

The Guide provides a step-by-step approach to setting the priorities in the District, with detailed descriptions of the criteria for each priority group.

Objectives

1. In order to be able to direct the minefields into the 6 priority groups.
2. To explain how to classify the priorities within each group.

Methodology

1. The Provincial Supervisor begins by accessing the information provided in the **Village Portfolio**.
2. After reviewing the information from the maps and other tools used to collect information by the facilitators in the field, the Supervisor follows the steps in the **Guide to Prioritizing Minefields** (see the **Guide to Prioritizing Minefields**, Part I).
3. For each step, the Supervisor is required to fill in the **Table of Prioritization** with the minefields that are classified during that step in the Guide.



Materials Needed

The **Guide to Prioritizing Minefields** must be used in conjunction with the **Village Portfolio**. You will also need paper and pens, and the **Table of Priorities**.

Notes and Recommendations

Not every minefield will fit neatly into one of the categories listed in the Guide; sometimes, it will be a bit of a subjective process to classify a minefield- try to use all of the information that is available to make the best possible choice. It is also important to go step-by-step through the Guide from beginning to end, and not just jump to the Step that you *think* the minefield will fit into (for example, you know already the future use of the land is farmland, so you go right to Step 3D, when the minefield is actually located next to social infrastructure and therefore should have been prioritized according to the instructions in Step 1A).

Tool:

Village Portfolio

Category:

- ☒ Prioritization
- ☒ Development
- ☒ MRE

Actors Involved:

- Facilitators
- Provincial Supervisor



Description

The **Village Portfolio** consists of all of the information about each mined-area collected by the facilitators. The most important pieces of information in the portfolio used for prioritization are the **Map of the Minefield and Any Other SMAs**, the **Chart of Daily Activities**, the **Form of Description of the Activities**, the **Chart Explaining Risky Behavior and Offering Advice**, the **Family or Village Surveys** with possibly the **Auxiliary Form to Village Survey** , and the **Project Documents-Future Uses**.

Objectives

1. Provides a complete picture of the mine situation in the village in order to be able to make a precise decision of which priority group the minefield should be in.
2. Provides information about the socio-economic situation in the mine-affected area which can be shared with development operators for future development partnerships.

Methodology

1. The Provincial Supervisor begins the prioritization process by accessing the **Village Portfolio**.
2. The Supervisor will use the **Village Portfolio** in conjunction with the **Guide to Prioritizing the Minefields** in order to set the priorities for the district.
3. The Supervisor studies the **Map of the Minefield and Any Other SMAs**, the **Chart of Daily Activities**, the **Form of Description of the Activities**, the **Chart Explaining Risky Behavior and Offering Advice**. These documents will inform the Supervisor if the population is at high risk of entering the minefields, and which corresponding priority group the minefield should be put into.
4. The supervisor will use the **Family or Village Surveys** and the **Project Documents-Future Uses** as supplementary information in order to make decisions of which priority group the minefield belongs in and how to order the minefields within the priority group.
5. Any information that is unclear in the **Village Portfolio** is verified with the facilitators who collected it.
6. Copies of **Village Portfolios** are passed on to relevant development operators in order to share the socio-economic information contained within them.
7. The **Village Portfolio** is stored in the office for future use.

Materials Needed

The **Guide to Prioritizing Minefields** must be used in conjunction with the information provided from the **Village Portfolio**.

Notes and Recommendations

The **Village Portfolio** acts as an accessory tool for setting the priorities in the district. It is a compilation of all of the information collected by the facilitators in the field. At the time this document was being written, the **Village Portfolios** were only being stored in paper form in the office, and normally only one copy of each was kept. In the unfortunate case that these print copies were destroyed, there would be no record of the information collected. A recommendation is to transfer the information in each portfolio into a digital form (such as CD Rom) that could be kept as a backup version. This would also facilitate the sharing of information with development operators and relevant government departments (IND etc.) as the information could be sent over the internet.

Tool:

Table of Priorities

Category:

- ☒ Prioritization

Actors Involved:

- Provincial Supervisors
- HI Chief of Operations



Description

The demining priorities for all of the mined areas in the district are listed in the **Table of Priorities** according to their Priority Group (1 to 6). This table is then used by Handicap International to set its Operational Priorities for the district.

Objectives

1. To present the list of priorities of the district in a clear and concise format.
2. To provide the table to HI's Operations Department in order to set HI's demining priorities for the district.

Methodology

1. Using the **Guide to Prioritizing Minefields** and the **Village Portfolio** the Provincial Supervisor will set the priorities for the district.
2. For each step in the Guide to Prioritizing Minefields, the Supervisor will fill in the **Table of Priorities** in the corresponding line. For example, see the following table for Homoine District, Priority 1:

Priority Group	Zone	Size	Future Use	No. Families Affected	No. Future Users	Observations	Problems Encountered
Priority 1B	Madaucane (Antigo Quartel)	8 000 m ²	Citrus/ cashew trees, houses	666	1 family	Community enters inside the minefield to collect water and construction material. 1 part of the family owns the land, but all of the 17 extended family members will invest in the land	Agricultural inputs, citrus and coconut plants (AGRA)
	Gulane (Machamba-Bermas do Rio Nhanombe)	7 000 m ²	Horticulture	460	1 family	This family is 10 people with 5 children. They do not have food security. They have a water pump which can be used to do farming.	
	Zacanhe (Antigo Quartel Manhene)	35 000 m ²	Water, houses, fruit trees, livestock	340	Water: all the community Houses/ fruit trees: 4 families Livestock: 1 family	Community enters the minefield to cut wood. They would like to use the mined area in the future because now they have to go a long way to collect water/ wood.	Coconut plants, rehabilitation

3. The completed **Table of Priorities** should then be submitted to the Chief of Operations of HI's Demining Program so that HI can set its operational priorities for the District.

Materials Needed

The **Table of Priorities**, the **Guide to Prioritizing Minefields**, the **Village Portfolio**, pens and scrap paper.

Notes and Recommendations

The **Table of Priorities** will later be used as a List of Priorities for the District, which will be submitted to each of the Local Authorities in the District as well as delivered to the IND. An example of a blank **Table of Priorities** is found below.

List of Priorities- District X							
Priority Group	Name of Zone	Size	Future Use	No. Families Affected	No. of Future Users	Observations	Possible Development Liaison
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Priority 5							
Priority 6							

Tool:

Meeting with Operational Sector of the Mine Action Project

Category:

☒ Prioritization

Actors Involved:

- Chief of Project and Depute
- Provincial Supervisors
- HI Chief of Operations
- Commandants



Description

The **Table of Priorities** is presented to the operational sector in order to set up a possible list of the sites per district that the project is able to demine according to its capacities and contractual obligations. The outcome is the **List of Priorities**



Objectives

1. To set HI's demining priorities for the district.
2. To plan the L&P activities in the district according to the list of priorities

Methodology

1. For each year, a calendar for this kind of meeting is established by the operational sector. It is to decide the frequency per year and afterwards the venue and date.
2. During the meeting, the Provincial Supervisors present the Table of Priorities recently produced and answer to any questions. They have with them the village portfolio of each minefield.
3. The Chief of project with the chiefs of operations and the depute look at it and according to their constraints (logistical and contractual) decided what it is possible to implement
4. The Provincial Supervisors integrate these data inside the planning for the component.



Materials Needed

The **Table of priorities** must be used in conjunction with the information provided from the **Village Portfolio**.

Notes and Recommendations

It is important inside the project to organize a meeting to define the annual planning with both the operational and LP sectors. Afterwards the project has to decide if this plan is reviewed and adjusted once or 2 times during the year.

A room should be left for any important task that appears. It is especially important when a development agency is ready to support the future use, like rehabilitation of the school, and that they have a specific delay for the budget.

STEP 7:

Presentation of the List of Priorities

Actors Involved:

- Provincial Supervisors
- Facilitators
- Local Authorities (District Administrator, Chiefs of the Administrative Posts, Presidents of the Localities)



Tools Used for Collecting Information:

1. Meeting with the District Authorities About Priorities

Tools Used for Reporting:

Table of the associations visited

Description of the Step:

The supervisor and facilitators re-enter the Districts and present the List of Priorities to the local authorities for final approval and discussion. The supervisors facilitators will also explain which areas HI plans to demine, and which areas will be marked and signaled as part of the “impact controlled” strategy and left for other operators to clear. Afterwards, the Supervisors will meet development operator

Tool:

Meeting with the District Authorities about Priorities

Category:

☒ Prioritization

Actors Involved:

- Provincial Supervisor
- Facilitators
- Local Authorities (District Administrator, Chiefs of the Administrative Posts, Presidents of the Localities)



Description

Meetings are arranged by the facilitators with the local authorities at each level of the district in order to present the List of Priorities for final approval and discussion. The supervisors and facilitators will also explain which areas HI plans to demine, and which areas will be marked and signaled as part of the “impact controlled” strategy and left for other operators to clear.

Objectives

1. To present the List of Priorities to the local authorities in the district.
2. To discuss and reflect upon the List with the District Administrator in order to finalize the List of Priorities.
3. To inform the local authorities at each level in the district which areas HI is planning to demine from the List of Priorities.

Methodology

1. The supervisors and facilitators re-enter the District and make appointments with the District Administrator, Chiefs of the Administrative Posts, and Presidents of the Localities.
2. At the meeting with the District Administrator, the **List of Priorities** is discussed and amended if necessary. The Administrator is then presented with a copy of the completed **List of Priorities** and informed about which areas will be demined by HI.
3. The facilitators then meet with the Chiefs of the Administrative Posts in order to present the **List of Priorities** and explain which areas will be demined by HI.
4. The facilitators continue to the level of the Localities in order to present the **List of Priorities** to the Presidents of the Localities, and to explain which sites will be demined by HI. The Presidents are also provided with a map of the mined areas.

Materials Needed

The facilitators will need the **List of Priorities** of the district.



Notes and Recommendations

The meeting with the District Administrator to discuss the list of priorities is important in order to be able to explain how the priorities were decided upon, and to verify that these priorities are still relevant. This also involves the local authorities in the prioritization process, although in more of a consultative role rather than a decision-making role. It is important that the facilitators explain that HI will not be demining all of the areas, but will be “controlling the impact” by signaling or marking the remaining mined areas and providing MRE (see the following steps).

Tool:

Liaison with Development Operators

Category:

- ☒ Prioritization
- ☒ Development

Actors Involved:

- Provincial Supervisor
- Facilitators
- Development Operators



Description

The Liaison and Planning team contacts development operators that are operating in the District in order to connect them with the zones that need assistance relevant to the development operator's mandate.

Objectives

1. To forge a link between the mine-affected families or communities that require certain resources in order to implement a project on demined land, and the development operators with the potential to offer support and help maximize the socio-economic benefit of the demined land.
2. To move minefields from low priority to high priority by arranging support for development initiatives in areas which would otherwise be unable to implement a project (remember that criteria for the higher priority groups is that they have a planned project and the resources to implement it).

Methodology

1. The provincial supervisor identify from the **Table of Development Operators** which organizations can be contacted regarding the problematic identified for the activity that will be implemented to the landmine
2. He marks an appointment with the development operator and explains the situation. He can pass over any information needed from the village portfolio
3. In case the development operator is ready to go forward, the link should continue between him and the community or between him and the district authorities. The supervisor can help to make the link but shouldn't be involve in the implementation of the activity

Materials Needed

Pens or pencils, relevant village portfolios (including the **Family or Village Surveys, Map of Future Uses, and Project Document-Future Uses**), and the **Table of Development Operators**

Notes and Recommendations

At the time this document was being written, this step was just beginning. The Provincial Supervisors had begun to contact possible development operators for certain areas, however were facing difficulties in terms of lack of interest on the part of the organizations, as well as the problem that none of the areas that have been prioritized have been demined yet.

In order to determine what the best approach would be for contacting and forging links with development operators and communities, the L&P team carried out a survey of land that had already been cleared by HI over the past 9 years. The information collected about land use since clearance in these areas was used in order to determine what resources were needed the most, and to perform a trial-run for contacting development operators. The results of this study can be found in Part II: Linking Mine Action and Development

According to the problematic identified different link can be put in place. All concerned infrastructures will be more directed to international NGO/cooperation. For other problematic related to agricultural field, the focus will be on the post administrative capacities and/or local NGO/associations

STEP 8:

Areas That Will Be Demined By Handicap International

Actors Involved:

- Facilitators
- Local authorities (at the zone level)
- Families living and working around the mined areas
- Future users of the mined land
- Demining team



Tools Used for Collecting Information:

1. MRE Session at the Handover Ceremony

Tools Used for Reporting:

1. IMSMA Form for MRE Activities

Description of the Step:

During the handover ceremony in the zone, the facilitators will hold a final **MRE session** with the population living near the cleared area. The ceremony is attended by the local authorities, the families living and working around the previously mined area, the future users of the now demined land, and the demining team. This ceremony will be the last interaction of the L&P team with the community of the zone. The demining teams will also explain exactly which areas have been demined by HI, which areas are still unsafe, and the marks/signs for each.

Afterwards, the facilitators will fill out the forms IMSMA Form for MRE Activities and submit this to IND.

Tool:

MRE Session at the Handover Ceremony

Category:

☒ MRE

Actors Involved:

- Facilitators
- Local authorities (at the zone level)
- Families living and working around the mined areas
- Future users of the mined land
- Demining team



Description

The facilitators organize a final MRE Session at the Handover Ceremony which includes explanations of which areas are now mine-free, which areas still need to be avoided, and what the marks are for each area. They also deliver the standard “8 messages” of the PEPAM program in order to sensitize the community about the risks of mines and UXO in case there are new discoveries made in the future.

Objectives

1. To complete the “impact controlled” strategy by educating the community about the danger of mines.
2. To help ensure that the community knows exactly which areas were cleared by HI.

Methodology

1. The facilitators organize the Handover Ceremony with the help of the demining team. They invite the local authorities, the families living and working around the mined areas, and the future users of the mined land (now demined land).
2. The facilitators deliver the “8 messages” of the PEPAM program using the PEPAM flipchart. The 8 messages are as follows:
 - 1 Identification of mines/UXO.
 - 2 The effects of mines/UXO.
 - 3 The zones susceptible to being mined.
 - 4 The indications that permit one to suspect an area is mined.
 - 5 The official signs that indicate a zone is mined.
 - 6 What is necessary to do in an unfamiliar zone.
 - 7 What is necessary to do when you discover a mine or a suspicious object.
 - 8 What is necessary to do in case of an accident.
3. The facilitators will then distribute informational brochures about the signs that indicate a minefield, and what to do if you encounter a mine.
4. The deminers explain to the community which land was cleared by HI’s demining team, what the signs are for the cleared land, and demonstrate that it is now safe to use. This is illustrated either by a “walk-through” or in some cases a football game on the cleared land. If necessary, they will also explain how the land that is still mined has been demarcated.
5. The IMSMA Form for MRE Activities is filled out by the facilitators and submitted to IND.

Materials Needed

MRE Flipchart, Brochure “Information about the danger of mines and munitions”, IMSMA Form for MRE Activities.

Notes and Recommendations

As this step has not yet been implemented at the time of writing (none of the areas identified by the L&P team for clearance have been demined at this time), several recommendations can be made as to how the ceremony should be carried out. It would be nice if the facilitators can include some sort of theatre or simulation into the MRE session, in order to make the presentation a bit more interesting for the participants (we have to remember that most of the audience will have already received the same type of MRE session during the General Meeting earlier in the L&P process).

It is also uncertain at this time how the facilitators will work with the demining team to provide MRE (the demining team has always been responsible for this in the past), as well as explaining signalization of the cleared and uncleared areas; however, this is something that could possibly be discussed during the refresher training of both teams in order to define duties and responsibilities for the Handover Ceremony.

STEP 9:

Areas That Will Not Be Demined By Handicap International

Actors Involved:

- Facilitators
- Local authorities (at the zone level)
- Target groups
- Demining teams
- Focal point



Tools Used for Collecting Information:

1. Meeting with the Authorities in the Zone
2. Second Meeting with the Target Groups
3. Identification of a Focal Point for Mine Action

Tools Used for Reporting:

1. Project Document-Possible Alternatives for the Target Groups
2. Contact Information of the Focal Point

Description of the Step:

This step concludes the work of HI's teams to "control the impact" of the minefields. The facilitators will re-enter the district and visit the areas that will not be demined by HI in order to have a **Meeting with the Local Authorities** to inform them that the minefields will not be cleared by HI, provide further MRE with a **Second Meeting with the Target Groups**, and to **Identify a Focal Point for Mine Action** activities in the area. In order to help the target groups manage their risk for the long-term, a **Project Document-Possible Alternatives for the Target Groups** is made, and the **Contact Information of the Focal Point** is recorded for future use.

Tool:

Meeting with the Authorities in the Zone

Category:

☒ Communication

Actors Involved:

- Facilitators
- Local Authorities (in the Zone)



Description

In the areas HI will not be demining, the facilitators meet with the local authorities at the Zone or village level and explain what action will be taken by HI.

Objectives

1. To inform the local authorities in the Zone that the minefields will not be cleared by HI.
2. To explain that HI's demining teams will be entering the area in order to signalize and demarcate the mined areas in order to control the impact of the mines.
3. To explain the final steps the L&P team will be taking in the mine-affected community.

Methodology

1. The facilitators re-enter the Zones that will not be demined by HI and arrange a meeting with the local authorities, both official and traditional.
2. The facilitators explain the reasons that HI will not be demining in the Zone, and provide a copy of the **List of Priorities for the District**.
3. The facilitators outline the steps that HI's demining teams will be taking in the area: signalization, demarcation of the mined areas, and sensitization.
4. They also describe how they will be meeting with the target groups a second time in order to come up with possible alternatives for the groups to minimize their risk in the mined areas.
5. The facilitators also should explain that they will be identifying a "focal point" within the community who can be responsible for mine action.
6. The facilitators should give advice to the local authorities on how to proceed if they are interested in having their land cleared (to put pressure on the District Headquarters by continuing to make formal requests for clearance).

Materials Needed

The List of Priorities for the District

Notes and Recommendations

The facilitators must be careful to explain in a sensitive manner the reasons to the local authorities for why their zone is not a clearance priority for HI. It is important that the local authorities are well aware and involved if possible in the activities that will be made by both the demining teams (signalization and demarcation) and the L&P team (further sessions with the target groups and identification of a focal point for mine action)



Tool:

Second Meeting with the Target Groups

Category:

☒ MRE

Actors Involved:

- Facilitators
- Target groups



Description

The facilitators meet with the target groups a second time and discuss how they will deal with the mine situation for the long-term.

Objectives

1. To come up with any alternatives that the target groups could use to manage their at-risk behavior and minimize their risk of a mine accident.
2. To prepare the groups with the ability to live next to the mined areas for the long-term.



Methodology

1. The facilitators organize meetings with each of the target groups in the zone.
2. The advice that was discussed at the **First Meeting with the Target Groups** is revisited. The facilitators listen to what was done with the advice.
3. The facilitators work with the target group to identify possible solutions to minimize or avoid putting themselves at risk. They should try to discover whether the group has already adapted alternatives since the last meeting, and discuss with the target group how these alternatives are working.
4. The alternatives that are identified should be recorded in the **Project Document- Possible Alternatives for the Target Groups**.
5. The **Project Document- Possible Alternatives for the Target Groups** should be submitted to the Provincial Supervisor to be added to the **Village Portfolio** for future use.

Materials Needed

Pens, paper, **Project Document- Possible Alternatives for the Target Groups**.



Notes and Recommendations

As these areas are likely not high-security risk minefields, it should be possible to identify possible alternatives for the target group to avoid putting themselves at risk; however, sometimes it will be impossible to find solutions. If it is impossible to find solutions, the facilitators should recommend that the area be re-assessed, for if there are people at-risk and there are no alternatives available to them, perhaps something has changed since the prioritization (the minefields that are high-security risks should have been placed as top priorities for HI to clear, therefore if there are some not being cleared this should be investigated)

Tool:

Identification of a Focal Point for Mine Action

Category:

- ☒ MRE
- ☒ Other

Actors Involved:

- Facilitators
- Target groups
- Families living and working around the mined areas



Description

A qualified person is identified as a focal point for mine action activities in the community.



Objectives

1. To identify a person in the community who can serve as a focal point for mine action activities such as MRE, provision of information, liaison between the community and mine action organizations, etc.

Methodology

1. The facilitators should verify with the local authorities whether or not there already exists a focal point for mine action (e.g. a person who was trained as part of the MRE network in Mozambique).
2. If no one is already acting as a focal point, a suitable person should be identified by the facilitators at the **Second Meeting with the Target Groups**.
3. The focal point should have the following profile:
 - a. A person who resides in the zone and is recognized by a large part of the community
 - b. A person that demonstrates interest in the matter of the minefields
 - c. A person that is the option of their own community
 - d. If possible it should be a future user of the mined land
4. The focal point ideally will be able to do the following:
 - a. To permit the circulation of information between the community and different actors intervening on behalf of mine action.
 - b. To persuade the communities to preserve the signs put up by the demining teams.
 - c. To conserve the maps and other materials produced by the communities and the facilitators that can serve to inform about the minefield and the mine-affected community.
 - d. To be a channel of communication between different interests for the minefields and the communities.
5. The contact information of the identified person should be noted by the facilitators in the form **Contact Information for the Focal Point**.
6. This form should be delivered to the Provincial Supervisor for future use.

Materials Needed

Pens, form **Contact Information for the Focal Point**

Notes and Recommendations

The L&P team, in conjunction with the MRE department of IND, is planning on holding a training session in December 2006 in order to train MRE agents for the 12 districts that HI is operating in. These MRE agents could serve as excellent focal points for mine action in the future.

STEP 10:

Evaluation on the demined land

Actors Involved:

- Facilitators
- Local authorities (at the zone level)
- Actual users



Tools Used for Collecting Information:

1. Meeting with authorities
2. Meeting with the actual users

Tools Used for Reporting:

1. Evaluation on demining land

Description of the Step:

Six months after demining, the facilitators will go back to the site demined to check if the land is used by the population or the future users identified beforehand. They will meet first the local authorities in order to inform them on the work they want to carry out and to hear from them what it is the situation. Afterwards they will meet the actual users and will use the form 'Evaluation on the Demined Land' in order to assess what it's the current use in comparison with what had been planned before during the step 'Study of the situation more in detail

Tool:

Meeting with the local authorities

Category:

☒ Development

Actors Involved:

- Facilitators
- Local authorities



Description

The facilitators meet with the local authorities to hear from them what is the current situation of the demined land and to inform about the work they plan to do with the actual users.

Objectives

1. To inform about the work they plan to carry out with the actual users.
2. To hear from them what they think about the situation
3. To verify if the actual users are the future users identified during the step 5 'Study of the situation more in detail' and get their help in setting a meeting with them.

Methodology

1. The facilitators re-enter the Zones and meet with the local authorities, both official and traditional.
2. The facilitators explain the reasons of their venue (evaluation on the demined land) and ask them what is the situation now
3. The facilitators check if the future users are the same than the actual users
4. They set up a meeting with the actual users.

Materials Needed

The Village Portfolio

Notes and Recommendations

It is important to explain the objectives to the local authorities, to get their point of view of the situation and to check with them if any conflict arised after-wards



Tool:

Meeting with the actual users of the demined land

Category:

☒ Development

Actors Involved:

- Facilitators
- Actual users of the demined land



Description

The facilitators meet with the actual users in order to see if the future use planned before demining is in place and in case it is not understand the reasons

Objectives

1. To compare the actual use with the planned use
2. To analyze the reasons of the partial use (if it's the case) and to accompany the future users in finding solutions

Methodology

1. The facilitators re-enter the Zones and meet with the actual users
2. The facilitators explain the reasons of their venue (evaluation on the demined land) and start to fill in their form
3. In case the actual users are just few families they will fill a form for each of them
4. In case the actual users is the community they will fill the form with the local authorities and/or representatives in case some were elected.
5. In case the actual users are a grand number of families they will meet with the representatives. For the families who are not using the land or so partially they will meet them in order to better understand the situation.

Materials Needed

The **Village Portfolio** and the **Evaluation form**

Notes and Recommendations

The facilitators should find a suitable venue to do the evaluation. The best in to reach the demined land with the actual users and engage the conversation in order to get the elements of response that the evaluation is requesting for instead of sitting down and ask one question after another one.

